



Kentucky Literacy Link

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Special points of interest:

- Using novels in the middle school classroom
- Common Core support from the International Reading Association
- Program Review clarifications

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The Benefits of Thankfulness

Thank you.

As someone who works hard and makes sacrifices everyday for the children of Kentucky, you undoubtedly deserve to hear that more often than you do. Your job is not an easy one, nor is it glamorous, but it is of the utmost importance. For what you do for children and society I, on behalf of the Kentucky Department of Education, express my sincerest gratitude.

It's the time of year when everyone is a little more reflective. My Facebook newsfeed is flooded with people posting "30 Days of Thanks." While some complain that these expressions are contrived and overdone, I find it refreshing to see everyone looking at their lives through a lens of thanksgiving. While I may not want to read all of these posts,

I'm pleased that my friends are engaging in as healthy a habit as thankfulness.

According to [Psychology Today](#), the benefits of expressing gratitude range from better physical health to improved mental alertness. Researchers found that "habitually focusing on and appreciating the positive aspects of life is related to a generally higher level of psychological well-being and a lower risk of certain forms of psychopathology." [WebMD](#) goes on to trumpet several more benefits of a thankful disposition, including increased resistance to stress, a stronger immune system and higher levels of life satisfaction.

I hope that you'll indulge me a few moments of thanksgiving. I'm thankful to work in a field that matters- one that provides

me with a sense of purpose, rather than just a paycheck. I'm thankful for the former student I saw in Wal-Mart yesterday, whose bright smile and shrill "Miss Hardaway!" reminded me that I'm not forgotten and I've made a difference in the lives of a fair few children. I'm thankful for colleagues who care deeply about what we do and inspire me each day. I'm thankful to live in a country where everyone has a right to an education.

I hope that you, too, can find a few minutes to reflect on all you have this holiday season. Thank you for all you do and thank you for reading.

MK Hardaway is a KDE literacy consultant and the editor of this publication. Contact her at kay.hardaway@education.ky.gov.

KDE Updates

KDE Newsstand

The KDE website now has a page that contains the agency's content- and program-specific newsletters. Visit the new KDE Newsstand [here](#).

Clarification on Program Reviews

Schools will receive three independent accountability scores in the summer of 2013:

(1) accountability scores for Next-Generation Learners Year 2 (Achievement, Gap, Growth, College/Career Readiness and Graduation), which include the AMO; the classification labels of Needs Improve-

ment, Proficient and Distinguished; and the Rewards and Assistance labels
(2) Program Review classifications for arts & humanities, practical living/career studies and writing
(3) a new set of combined goals for 2014

Details are below.

The Next-Generation Learners component will be used to place a school into a Needs Improvement, Proficient or Distinguished classification, and the Annual Measurable Objective (AMO) goals will be calculated. In addition, the labels of Rewards and

Assistance are created. These scores will be in the School Report Card and publicly released. This is the main accountability model, and the calculations are identical to the 2012 components. The overall goals for each level have been established and are based on only the Next-Generation Learners component.

At the same time, the scores from the 2012-13 Program Reviews WILL be publicly reported in the summer/fall of 2013 and are a stand-alone accountability model. Each school will be labeled as being Needs Improvement, Proficient or Disting-

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Classroom Spotlight: Monticello Independent School District

Assessing the Novel Unit as a Tool for Middle School Literacy

By Marsha Bertram
Monticello Middle School

Middle school students need to read good novels to remind them that it can be enjoyable to read more than a few pages. The deeper engagement with text encouraged by reading novels can help students gain confidence to participate in classroom discussion. Movies and/or extension activities can further enrich the experience. How do we assess whether a novel is worth the class time it requires? How do we know students are really learning? The answer comes from careful selection of novel units to teach various literary elements. Novel units must be selected with purpose and with attention to the common core standards.

When I walked into my middle school classroom six years ago I was given a literature and a grammar book. There was one novel unit available. After much research, time, and the accumulation of many book club points, I have built a library. Knowing the class is the first step in choosing the correct novel unit. Some of these books are staples; others are used only when applicable to a class. Student engagement and requests for more novels tell me that this may be a great way to promote literacy.

One area that middle school students must study in depth is the use and recognition of figurative language. Novels like Gary Paulsen's *Hatchet* are rich in figurative language and can be used to illustrate personification, alliteration and, especially, sensory detail. While this book may be a lower Lexile level than some teachers might consider, the rich language

increases the text complexity and value. A second advantage of this novel is the appeal to male readers. Watching the 1990 movie version (*A Cry in the Wild*) leads to discussion of why certain parts of the story were omitted from the movie and how the movie could have been better. A possible writing extension can be a quickwrite of an animal encounter in which the student chooses the tone and attempts to show suspense by hinting at the animal but not revealing what it is until the final sentence. Students also can write about what seven items they would choose to take into the wilderness with them and why.

Students studying point of view may wish to explore the world of Gordon Korman's *Schooled*. Each chapter in this novel is told from the point of view of one of the core characters. While the same incident may be reported in more than one chapter, the book illustrates how each character understands what has happened differently based on perspective. It is also a comical look at the infrastructure of any middle school. The novel could be paired with articles on the commune lifestyle of the 1970s and/or the foster care system. Kids also enjoy having a fun and groovy "hippie day."

Today's students have only a vague understanding of the Great Depression of the 1930s. *Where the Red Fern Grows* by Wilson Rawls takes students back to a time and lifestyle very different from their own. Before reading, build some background on the causes of the Depression, the costs of items in the Depression and the common family structures of the time period. Theme and moti-

vation are main topics of discussion with this book, although (if it is read after figurative language is covered) students will recognize many similes and metaphors. Extension activities could include writing a compare/contrast essay on the personalities of the two dogs. To address CCR anchor standard 7 (integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words), students could make comparisons of the text to either of the movies based on the book.

Students studying the development of a character might enjoy *Warhorse* by Michael Morpurgo. In addition to the recently released movie, you might be able to find clips from the Broadway play in order to look at different adaptations of the same information. With this book, I had students keep a journal with guided questions. Each time the horse changed setting and/or ownership, students were required to journal. We prefaced the unit with research about the use of horses in war. The Blue Cross website has many good resources. Students also researched the causes of the war. After reading and discussing the book, we addressed CCR anchor standard 9 (analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take) by taking a look at Dr. Seuss' *The Butter Battle Book*. Students were then asked to respond to the prompt: When and why is war necessary?

Is bullying a concern in your school? *When Zachary Beaver Came to Town* by Kimberly Willis explores the topic of

imperfection in people and also looks at how our circumstances sometimes drive our actions. This book helps students realize that they are not defined by their lives as teenagers; it is simply one facet of who they become. Is your class advanced? Look at *Touching Spirit Bear* by Ben Mikaelson for the same topic. This book takes a hard look at why some bullies behave as they do and what it takes to turn them around.

Recently, I bought *Theodore Boone: Kid Lawyer* by John Grisham. This young adult novel explains the court system in terms that students can understand. I will pair this novel with a visit to the local courthouse and an activity in which my students serve summons to the teachers. Local lawyers will defend the teachers when they appear at an assembly to "face the charges." This book not only has two sequels for further study, but allows us to teach across the curriculum with social studies content as well as literacy.

The possibilities for novel units are as numerous and varied as our students. I plan to work on a novel unit for *Life as We Knew It* by Susan Pfeiffer that will allow me to cross over into science content. *The Lightning Thief* by Rick Riordan offers extensive opportunities for incorporating activities related to mythology. The autobiography *The Hidden Girl* by Lola Rein Kaufman and Lois Metzger offers students a firsthand look at the Holocaust and, through the Internet, allows students to view a reading by

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Engaging Families

Sharing Information with Families

Most teachers know the value of family engagement and its impact on student learning. However, family engagement can be viewed as “one more thing” on top of all their other responsibilities. When we define family engagement as “the activities that families engage in to support their children’s learning, whether at home, at school, or in the community” (Weiss, Kreider, Lopez & Chatman, 2005, p.xii), then family engagement becomes part of the fabric of the work we do and parents become teammates as we work together to educate children.

So how do parents and family members know what activities are appropriate for their child and can support his/her learning? Most parents would appreciate some guidance from their child’s teacher. Following are some concepts and strategies that will aid you as you help parents feel comfortable becoming part of their child’s learning experiences.

Teacher Invitation and Communication

Fostering collaborative learning partnerships between home and school starts with ensuring that each family feels welcomed in the school. Take a moment and visit the front entrance of

your school “as a parent.” Would you feel welcome? What’s on the walls? Who greets each parent? Do they smile and invite them in? Hoover-Dempsey, Walker and Sandler (2005) say that parents don’t come to school because they are not invited. *Not invited!? Wait! I sent home a flyer, I told the children, I even called them on the phone!* Some parents need more. They need a relationship with you and the school. Have you gotten to know the families? Have you talked with them about their hopes and dreams for their children? Have you incorporated what you know about the family into your classroom or your instruction? Moll, Amanti, Neff, and Gonzalez (1992) encourage instructional staff to incorporate “funds of knowledge” into their curriculum. Funds of knowledge refer to “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). Conversations with family members can lead to knowing what skills and abilities they have and can share with you and your students.

Two-way conversations are essential. School staff can create opportunities to listen and communicate with parents to

facilitate two-way communication by providing:

- parent rooms with books and access to computers for e-mails
- regular newsletters, written in parent-friendly language or translated in the home language of the families
- telephones in each classroom and sharing a time when you are available to talk with parents
- e-mail addresses
- opportunities for parents and teachers to connect in relaxed settings (Jacobs, 2006, p. 144)

Conversations with family members allow teachers to build a rapport with their families, and when trust is built, then teachers feel comfortable offering ideas and strategies that will enhance a student’s learning.

Parent Workshops

Parent workshops come in many forms – formal classroom-based sessions, informal opportunities to talk with parents, family literacy and math nights, health fairs, back-to-school events or open houses. Any “teachable moment” can be viewed as a parent education opportunity. Research (Henderson & Mapp, 2002)

states that parents have the greatest impact on student learning while in the home. Therefore, it is imperative that any parent workshop be designed to include strategies that parents can use at home.

Developing parent education sessions and opportunities can be daunting. Involve your grade-level teammates in assessing the students and determining what ideas to share. Look carefully at the curriculum and the Common Core Standards. Where do you need help in reinforcing the content? Do parents need to know more about informational texts and why it is important for students to read them? Consider what it is that parents can successfully do at home with just a little guidance. In the National Center for Family Literacy’s work, we have found that parents can help with comprehension by asking questions and using graphic organizers to help their children understand the text. We also know that parents can help build vocabulary by stimulating table-time conversations and talking with their children as they travel from

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Classroom Spotlight: Monticello Independent Schools (continued from page 2)

Rein and view a dress that she donated to the Holocaust museum. Teachers must choose novels based on availability, personality and core content to be taught through study.

Getting started is all about research. Look at what the kids are reading. Rediscover your

childhood favorites. Speak to the librarian. Go to other schools and see what novel units you might borrow. If, while reading, you can imagine the discussion that will occur or you can come up with strong essential questions, you might have found your next novel unit. Always keep an eye

on the standards and make ties to other content areas if possible. I hope you find literature units that fit your classroom, cover your content and raise student enjoyment of your class. Happy Hunting!

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teacher at Monticello Middle School. She began teaching as a second career six years ago after taking a midlife break to raise three children and discovering a love of teaching as a substitute teacher. She can be reached at marsha.bertram@monticello.kyschools.us.

Engaging Families

one place to another. We all know that reading to and with a child can build fluency, increase vocabulary and help with comprehension. These are all concepts that parents need to know and use. As a grade-level team, consider the best method for sharing these concepts and strategies.

Strategies for sharing information should fit the need. Sharing student data can be done in a class setting with all parents or can be done during a parent-teacher conference. In its March 2011 [newsletter](#), the Harvard Family Research Project provides videos of parents learning what data mean and teachers giving parents specific ideas of things they can do at home to enhance their child's abilities.

Some information can be shared during a school-wide family event, such as Math, Science or Literacy Nights. In this case, limit your efforts to a few tried-and-true concepts and some time to practice new ideas. During a recent family event at New Haven Elementary School in Boone County, resource teacher, Kentucky Reading Project alumnus and Toyota Teacher of the Year

Runner-up 2010 Lisa Lokesak planned a meal, rotating parent education sessions, time to plant in the school garden and a story-reading demonstration. Her goals for this session included ideas for preventing the "summer slide," introduction to summer resources in the community, reminding parents about reading to and listening to children read, and connecting gardening and literacy.

During parent-teacher conferences, design your time to share and to listen. Parents have one perspective on their children, and you have another. Both perspectives have the students' best interest in mind. Consider asking parents to prepare questions and comments before the conference related to how they see their student growing academically. Student work provides concrete ideas for growth. Make sure parents see examples of proficient or distinguished work and link the work to a specific standard. Few parents will have an idea of what this work looks like or what to expect for their child.

Remember, the purpose for sharing information is to build a

relationship with the families focused on student learning and to create parent and child engagement opportunities that lead to student growth development. Home-school partnerships, when built on trust, lead to high-quality educational experiences that in turn improve schools, strengthen families and support students' academic success.

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Content Area Literacy Corner: Science

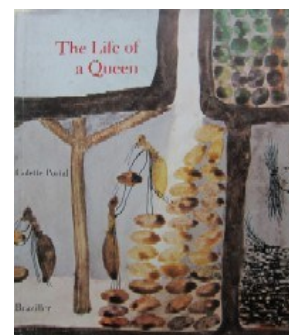
November was Science Picture Book Month — a great time to encourage our young readers toward accurate and engaging science content. The November edition of *Science Books & Films (SB&F)* features an annotated bibliography of the American Association for the Advancement of Science (AAAS) favorite science picture books. According to feature writer Terrence E. Young, having chil-

dren listen and respond to science stories and poems appears to be one of the most beneficial means of extending their scientific literacy.

Picture Book Month began in 2011. Partners include the American Booksellers Association, the American Association of School Librarians, the Children's Book Council, Reading is Fundamental and the Society of

Children's Book Writers and Illustrators. PictureBookMonth.com, features essays from thought leaders in the children's literature community and featured an essay from a picture book author and/or illustrator each day in November.

Learn more [here](#). Read the article and annotated bibliography [here](#).



The Life of a Queen, by Collette Portral was reviewed in the first issue of the AAAS Science Book List.

Technology Critique: Prezi.com

What is it?

A prezi is a digital alternative to the traditional poster board presentation. It is a highly customizable way to share information with an audience. It offers helpful tutorials for beginners. Students can use prezis for everything from book reports to writing poetry to sharing results of a science experiment.

Who? (grade level)

This could work for almost any grade level with appropriate scaffolding.

Why? (purpose)

We are always looking for engaging ways to present infor-

mation. This is something students will enjoy doing, and their audience will enjoy viewing. Teachers could use prezis in their own lectures and surely hold student attention.

How does it support literacy development?

Prezis could be useful as part of summative projects. Prezi is short for presentation, so almost anything that you want students to present could take this format. There are great features in this program that allow you to invite others to edit your prezi, meaning students could collaborate with others. You can share your prezi in multiple ways: by send-

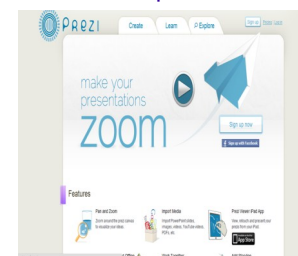
ing people a link that allows them to view the prezi, by posting to a blog or website or by inviting participants to a live online session that up to 10 viewers can join. Imagine your students presenting to the class and inviting their parents to virtually join in. There are many possibilities.

Pitfalls?

The first thing I noticed is that not all of the content is free. You get basic features for free, but under these settings, your prezis are public, and anyone can view them. Also, for some features (such as editing a prezi or viewing in a live online session), others must have an

account to be involved. Also, I couldn't copy and paste text into my prezi, so there was more typing than I had planned, but there could be an easy solution to that problem that I've yet to discover.

Check out my first prezi attempt, a literacy and technology autobiography, [here](#). Learn more at www.prezi.com.



New Resource from the International Reading Association

As co-chair of the International Reading Association (IRA) Common Core State Standards (CCSS), I know that thousands of teachers, principals, teacher educators, publishers and professional development providers across the U.S. are learning about the English/language arts (ELA) standards and planning for implementation. I also know, as with any large-scale effort, confusion often follows. For example, members of our committee have heard questions such as, "Is it still okay to use leveled texts with beginning readers? Should we abandon comprehension strategy in-

struction? Why is there so much emphasis on writing about text?"

The members of the IRA CCSS committee are aware of a number of questions and misconceptions about interpretation and implementation of the ELA standards.

For these reasons, IRA has released a set of guidelines for the successful implementation of the ELA standards. The goal is to provide teachers and educational leaders with recommendations on how to inte-

grate many of the central ideas of the standards into effective practice. The guidelines represent a consensus of the thinking of literacy leaders in the field who support thoughtful implementation of the standards for student literacy achievement.

Seven specific issues have been addressed in the *IRA Literacy Implementation Guidance for the ELA Common Core State Standards*, including:

- challenging texts
- foundational skills
- comprehension
- vocabulary
- writing
- disciplinary literacy
- diverse learners

You can download the guidelines [here](#).

Brenda J. Overturf is a past-president of the Kentucky Reading Association and is co-chair of the Common Core Standards committee for the International Reading Association. You can contact her at bjoverturf@gmail.com.

Program Reviews *(continued from page 1)*

ished in the Program Review component. The scores and labels will be in the School Report Card and reported to the media. Schools will be accountable for their scores through the public release of information.

The last step will be to com-

bine Program Reviews and the Next-Generation Learners component into one number to set school goals for the 2014 school year. (Program Reviews will comprise 23 percent of the total, and Next-Generation Learners will comprise 77 percent of the total.) After combining the scores

from the Next-Generation Learners component and Program Review component, each school will know a concrete Overall Score it needs to obtain in order to be labeled Needs Improvement, Proficient or Distinguished in 2014. Schools will have nine months to reach the new, combined Overall Score associated with proficient, and all

schools that reach the Overall Score will be proficient.

By using the steps above, we maintain the goal of having a locked Overall Score from year to year for the goals while phasing in the new components over the next several years.

Letters About Literature Writing Contest for Young Readers

The Letters About Literature (LAL) writing contest for young readers challenges students to write a personal letter to an author of a fiction or nonfiction book that inspired them. The contest is open to students in grades 4-10.

LAL awards prizes on both the state and national levels. Each participating state center has its own panel of judges who select the top essayists in the state. State winners will receive cash

awards and advance to the national level judging. A panel of national judges for the Center for the Book in the Library of Congress will select one national winner per competition level to receive a \$1,000 cash award. The judges also will select one second-place winner on each competition level to receive a \$150 cash award.

LAL is confident that teachers can successfully adapt LAL's writing prompt and activities as

tools to help students achieve Common Core State Standards for writing. Read more about LAL's common core connections [here](#) and [here](#).

LETTERS ABOUT LITERATURE
Letter Writing Contest 2013

Entries must be postmarked by Jan. 11, 2013 (and arrive at LAL Central no later than Jan. 23, 2013). See last month's [Literacy Link](#) or click [here](#) for guidelines, application and more information.

The 2012 Teacher Innovator Awards

PBS LearningMedia (pbslearningmedia.org) and the Henry Ford (thehenryford.org) are proud to bring you the third annual Teacher Innovator Awards to recognize innovative preK-12 classroom educators, media specialists, technology coordinators and homeschool educators who use digital media to enhance student learning.

From math and science to music and the arts, your inventive thinking continuously fuels,

inspires and engages young minds. Whether you teach your students physics with rocket launchers, social studies by creating interactive timelines or literature by inviting kids to create digital stories, you are making a difference, and they want to recognize YOU!

[Enter here](#) to tell how you have innovated with digital media to enhance student learning. You can send a short video or PDF with text and

images that showcases your work. Your entry can be a demonstration of a unique teaching technique or the outcome of your influence in student work. See [frequently asked questions](#) and [contest rules](#) for more details.

Entries will be accepted until December 12, 2012. Winners will be notified by March 31, 2013.



PBS | LearningMedia

Text Complexity and the Common Core State Standards

Since 2000, TextProject has supported teachers with research and practical advice about how to provide readers the right kinds of texts, with special focus on text complexity. Now, the Common Core State Standards (CCSS) represent the first time that a standards document has paid special attention to text complexity. To support reading skills needed for college and career success, the CCSS proposes a staircase of text complexity.

To help teachers acquire the knowledge and skills needed to make the most of the CCSS standards, TextProject recently introduced a product line aimed at teacher education and professional development environments. The TextProject Teacher Development Series on Text Complexity and the Common Core State Standards is a series of five modular lessons, each with guidance for teacher leaders, teacher educators or staff development leaders as well as activities for teachers. Each module's theme is developed through three categories of ac-

tivities: Read and Learn, Reflect and Respond and Analyze and Apply.

Developed by veteran teacher educators Dana L. Grisham and Thomas DeVere Wolsey in conjunction with TextProject's Elfrieda H. Hiebert, the TextProject Teacher Development Series in Text Complexity and the Common Core State Standards includes modules for teacher educators and teacher candidates, plus foundational and supplemental readings, all available for free download from the TextProject [website](#)



TextProject
TEACHER
DEVELOPMENT
SERIES

There's Always Time for PRIME TIME

Scores of young Kentuckians are reading better and enjoying it more. That's because the Kentucky Humanities Council, in cooperation with the Kentucky Department for Libraries and Archives, launched the award-winning family literacy program PRIME TIME in 2004. Thus far the program, which was originally developed by the Louisiana Endowment for the Humanities, has been able to encourage reading through 132 six-week programs, in 63 Kentucky counties with a total attendance surpassing 29,000.

What is PRIME TIME FAMILY READING TIME®? It is an inter-generational family literacy program that uses the humanities as a tool to create excitement about reading. Combining award-winning children's books with humanities themes and open discussion, PRIME TIME connects literature to the real world for participating families. PRIME TIME targets families with low-income, low-literacy skills and limited or no English language abilities. The program engages

parents and/or caregivers and their 6-to-10-year-old children who are at risk due to poor reading ability. All programs are free and open to the public.

How does PRIME TIME work? These remarkable programs are conducted in 90-minute sessions weekly for six weeks at public libraries. Fourteen libraries across the Commonwealth will host PRIME TIME programs in 2013. A trained professional storyteller uses the provided children's literature to demonstrate effective read-aloud techniques, then a trained PRIME TIME scholar leads lively discussions based on the texts and humanities themes such as fairness, courage or daring to dream.

Each session also includes a five-minute "library commercial." These entertaining skits allow librarians to introduce families to library resources -- other books, homework aids, ESL and GED materials for parents/caregivers, books on parenting and healthcare, as well as local, state and international newspa-

pers and magazines.

What happens once PRIME TIME is experienced? Several benefits arise as a result of PRIME TIME programs including:

- The role of the family is reinforced.
- Parents and children are able to bond through reading.
- Parents and children begin to read and discuss humanities topics based on timeless values, issues and ideas, which in turn fosters high academic expectations and achievement for children in low-literacy, low-income or non-English speaking families.
- Transformation occurs, turning families from non-library users into active visitors and lifelong readers.

In the next issue of *Kentucky Literacy Link*, a complete listing of the libraries conducting PRIME TIME FAMILY READ-



ING TIME® programs will be made available, including five programs funded by the Appalachian Regional Commission. However, if you would like to know more about these quality literacy events that have been lauded by national organizations for their excellence in the advancement of literacy, please visit www.kyhumanities.org.

The Kentucky Humanities Council, Inc. is an independent, non-profit affiliate of the National Endowment for the Humanities in Washington, D.C. The council is supported by the NEH and by private contributions. While the council is not a state agency, it works in partnership with Kentucky's arts, cultural, and educational agencies.



TELLING KENTUCKY'S STORY
KENTUCKY HUMANITIES COUNCIL, INC.

Kentucky History Day

Kentucky History Day (KHD), for youth (4th and 5th grade), junior (6th-8th grade) and senior (9th-12th grade) divisions allows students the opportunity to explore any facet of history through in-depth research and unique presentation formats. Topics must align to this year's theme: "Turning Points in History: People, Ideas, Events." Students are free to choose local, state, national or even world history topics, ensuring that they find something that interests them.

History Day aligns with the Common Core State Standards for English/language arts and teaches students 21st-century skills as they learn how to:

- read primary and secondary sources to infer, interpret and draw conclusions
- support their arguments with evidence from those sources
- resolve conflicting views encountered in the sources
- solve complex problems with no obvious answer

- communicate their findings effectively and in multiple formats
- creatively present their research through a variety of formats

Your students can create a project that best suits their learning style and skills -- from traditional paper to documentaries or performance -- and can work individually or in groups of 2-5 students. Click [here](#) for project examples from non-Kentucky participants. For

examples from Kentucky students, you can visit the following sites: [2010-11 Project Examples](#), [2012 Senior Individual Documentary](#), [2012 Junior Group Website](#) or [2012 Senior Individual Website](#).

If you have questions about the [rules](#) or concerns about how to incorporate History Day in your current lessons you can contact cheryl.caskey@ky.gov or (502) 564-1792, ext. 4461.



Help

Your contributions of ideas and lessons that work are welcome. E-mail

kay.hardaway@education.ky.gov

to submit. Your submissions may be included in the *Literacy Link* to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past
Literacy Links on KDE's
website:
[Click Here](#)



If you have questions or concerns, we want to help. Contact:

- Cindy Parker - Literacy Coordinator - cindy.parker@education.ky.gov
- MK Hardaway- Literacy Consultant - kay.hardaway@education.ky.gov
- Kelly Clark- Literacy Consultant- kelly.clark@education.ky.gov
- Jackie Rogers- Literacy Consultant - jackie.rogers@education.ky.gov
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Feedback from the Field

We love to hear from you. Your feedback helps us to tailor the Link to best meet the needs of teachers. Tell us how you're using it. Tell us how you'd like to use it. Tell us what you want to see more or less of. We want to hear from you!

“Hats off” to you for an excellent edition of Literacy

Link!! I always enjoy your writing at the beginning. Thanks for your hard work in putting this together.”

- Linda. H

“I love reading the Literacy Link each month, but I wish there was more in it for primary teachers.”

- Becky G.

“I really appreciate your sending the Literacy Link each month and think it is a great information tool. Well done!”

- Julie K.



Additional Reading and Other Resources

- The newest Lexile map is available [here](#). You can find additional information [here](#). Remember that the quantitative measure of a text is only one of three legs of the text complexity triangle. Click [here](#) for more resources on text complexity. [Here's](#) a link to Quantile range information.
- [Word Ahead](#) is a vocabulary-learning site for advanced English Language Learners and mainstream students. It uses SAT words and shows the word and representative image, plus provides audio support for text showing the word being used in context
- [AdLit.org](#) is a national

multimedia project offering information and resources to the parents and educators of struggling adolescent readers and writers.

